Program Policy Manual

Alberta

PROGRAM POLICY MANUAL

ALBERTA EDUCATION

1984 05 02

PROGRAM POLICY MANUAL

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SECTION ONE:

INTRODUCTION

SECTION I

INTRODUCTION

BACKGROUND

Commencing in January, 1984, Alberta Education initiated the Management and Finance Plan. The purposes of this broad undertaking were to improve the quality of education provided to students and to respond to current and anticipated changes in society. In order to achieve these ends, a decision was made to modify substantially the Department's approach to the management and delivery of education. While several new changes were considered, the direction adopted was also related to several activities already initiated by Alberta Education in cooperation with school jurisdictions. Examples are: (1) the proposed evaluation of students, teachers, schools, school systems and programs; (2) the Committee on Grants Simplification and Deregulation; (3) the Task Force on School Finance; and (4) the reorganization of Alberta Education, which would include placing more authority and responsibility closer to the focus of delivery.

The tabling of this Manual represents the first stage of implementing the Management and Finance Plan.

THE MANAGEMENT AND FINANCE PLAN - WHAT AND WHY

A number of concurrent changes to Alberta's educational system are proposed over the next three years. Because the provision of quality education results from a complex set of interdependent and constantly changing factors, a multi-faceted approach was developed. The key areas of this strategy are:

- Improved information on the results of educational programming available to students, parents, teachers, school jurisdictions and other educational agencies.
- Increased responsiveness by the total educational system to the changing needs of students and parents.
- Within policy directions established by the Province, increased local responsibility, autonomy, flexibility and discretion by school jurisdictions over the use of provincial funds to meet local needs.
- Increased accountability of both Alberta Education and school jurisdictions to the electorate.
- Increased efficiency and effectiveness in the use of limited public funds for the provision of education with the focus on providing benefits directly to students.
- Enhanced partnership among school organizations and Alberta Education in the planning and evaluation of educational results.

To achieve these goals, a number of means are being utilized in a planned and organized fashion. Through the collective impact of these changes, it is intended that:

- o the many interests in education will have easier access to improved information about educational policies and the results achieved; and
- o the information will be used more effectively and continually to improve the quality of education.

PROGRAM POLICY MANUAL

One major component of the Management and Finance Plan is the expansion of a more broadly based approach to policy development and management. This manual furthers that process.

Four areas of Alberta Education's activities are initially included:

- o Special Needs Programs
- o School Capital Financing
- o Transportation and Boarding Grants
- o Evaluations

Because the implementation of the Management and Finance Plan is a three year project, and because the pace and nature of implementation varies by program, a number of points should be made to put this particular phase of the implementation into context.

Special Needs Programs:

- o Programs not covered in this document will be included in future editions of the policy manual.
- o With the introduction of these policies, the Department has also commenced simplifying the administrative mechanisms traditionally required by school organizations to access provincial funds and to plan for local needs. For example, a simplified Grants Application Form and process is being implemented for the 1984/85 school program year.
- o The number and complexity of selected program regulations are also being reduced.
- o Examination of additional ways to streamline administrative procedures and eliminate unnecessary regulations will continue.

School Capital:

- The programs for new construction and school modernization have been least affected initially by the Management and Finance Plan. A refined funding formula has been introduced as a result of a number of factors - including the increased scarcity of public funds, and a variable need resulting from an uneven pattern of changing student populations across the province.

- However, these programs are also undergoing further change. For example, the policy format conforms to the Special Needs Programs. Existing regulations are also being reduced.

- Examination of further ways to reduce the paperwork involved with these two programs will continue. However, it is not likely that the same level of simplification as with some of the Special Needs Programs will occur. Nevertheless, it is expected that significant progress will be achieved.

Transportation and Boarding Grants:

- The funding formula has been simplified and administrative procedures associated with this program have been streamlined significantly.

- As in the other areas, examination of further changes will continue.

Evaluation:

- The assessment and reporting of results achieved from educational programming is essential to the management of education. The five evaluation policies outline the ways in which Alberta Education and school jurisdictions will undertake this on-going activity.

- The policies apply to all the educational activities of the Department's programs.

- With the introduction of policies, reduced regulations and simplified grant application procedures, it is intended that some of the resources traditionally devoted to program administration will be shifted to the planning, evaluation and reporting of educational results to all interested and concerned groups.

FORMAT OF POLICY MANUAL

For each of the programs described in the Manual, there are four brief sections:

- **Policy Statement:**

  A policy statement outlines the basic intention of a program. It is a brief general description of why the program exists.

- **Guidelines:**

  Guidelines describe the key characteristics of the program. For example, the basic funding mechanism, program priorities and other essential features are outlined.

- **Procedures:**

  Procedures outline the steps required to implement the policy. The sequence of activities needed to access and fulfill the program design requirements and the organizational responsibilities are detailed.

- **Definitions:**

  Selected definitions are included to ensure that key technical information is available easily.

Summary

One major purpose of using the above format - policy, guidelines, procedures and definitions - is to provide the reader with a brief, concise overview so that the essence of the policy and programs being offered is easily understood.

FUTURE ACTIVITIES

The introduction of this manual begins the implementation of the Management and Finance Plan. Concurrent with its introduction, Alberta Education will also release provincial funds for the Special Needs Programs.

The implementation process will continue over the next three years. Ongoing monitoring and continued discussions with school jurisdictions in regard to the Management and Finance Plan are key elements of this process. While there are numerous future steps to be undertaken, a selected few are highlighted below:

- o School jurisdictions are requested to have complementary policies, guidelines and procedures in place as per the following schedule:
  - January, 1985: Local Evaluation Policies
  - September, 1985: Program Policies for the Special Needs, School Capital and Transportation Sections of this Manual
- o For the 1985/86 Provincial budget year, Alberta Education will have tabled, discussed and developed additional aspects of the Management and Finance Plan for implementation. Examples of such areas are: further policy development in provincial programming, and additional administrative simplification which will contribute to improving the quality of education provided to students.

CONTACT

General inquiries related to the Program Policy Manual may be directed to:

Policy Analysis and Development
Planning Services Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
EDMONTON, Alberta
T5K 0L2

(403) 422-4038

SECTION TWO:

SPECIAL NEEDS PROGRAM

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EARLY CHILDHOOD SERVICES

BACKGROUND

Early Childhood Services is a voluntary program directed at the integration of educational, health, recreational and social services for young children below the age of school entrance. Operators, in cooperation with parents, staff and community services, are to develop, implement and evaluate programs which are intended to strengthen the sense of dignity and self-worth of the child. Recognition is to be given to the belief that human development is a continuous, sequential and interactive process. Parents are considered to be primary agents in the child's development and through participation in that development are afforded opportunities for personal growth. Play is considered central to the learning which takes place as children interact with their environment. Results with respect to the development of children should be determined in terms of individual growth rather than by comparison with the growth of others.

POLICY

For the purposes of enhancing individual abilities and future educational opportunities, Alberta Education supports the provision of integrated services through parents, staff and community, which address the developmental needs of each child below the age of school entrance.

GUIDELINES

1. Alberta Education supports the delivery of early childhood programs through public and private operators.

2. An "operator" is a school board or non-profit, community-based society incorporated under the Societies Act, or other legal entity which offers an early childhood program.

3. The provision of early childhood programs by school jurisdictions is voluntary.

4. Participation in early childhood programs is voluntary.

5. Operators are encouraged to support active parental participation in early childhood programs.

6. This program serves children one year prior to school entrance, and in the case of children with special needs, up to three years prior to school entrance.

7. Alberta Education provides funding for early childhood programs on a child-served basis.

8. For program approval purposes, operators are responsible for establishing and maintaining legal status, employing certificated teachers and utilizing approved facilities.

9. Operators are responsible for the formulation and implementation of policies, guidelines and procedures for the identification of, and response to, the developmental needs of each child.

10. Alberta Education supports the operators, in joint participation with staff, parents, and community, in developing, implementing, monitoring and evaluating programs.

11. Alberta Education is responsible for monitoring and evaluating the staff, program and facilities of private early childhood operators.

PROCEDURES

1. Alberta Education will provide general information to operators in January in regard to the level of provincial support.

2. Operators will develop and maintain on file their educational plans which outlines their policies, guidelines, procedures, intended results and how these results will be achieved.

3. New operators will submit by April 1, to the Regional Office of Education, notification of intent to provide Early Childhood Services in accordance with Alberta Education policies, guidelines and procedures.

4. Established operators shall retain for review or submission, as requested by their Regional Office of Education, documentation regarding legal status, teacher certification and facility approval.

5. Funds will be allocated by Alberta Education upon the submission of the operator's child count as at September 30.

6. Operators will submit information on the enrolment of children served, and on the type of service provided to the Regional Office of Education for approval by October 15.

7. Each operator will monitor and evaluate the instructional programs and their operations as required, in accordance with the operator's evaluation policies.

8. Regional Offices of Education will monitor programs as required.

9. Alberta Education will evaluate early childhood programs and operations as required. The results of the evaluation will become public documents.

10. Operators will submit two copies of their annual report to the local Regional Office of Education by July 31.

11. School Jurisdiction Operators will submit an annual audited financial statement to the School Business Administration Branch of Alberta Education by February 28. Non-profit operators will submit an annual audited financial statement to the School Business Administration Branch 30 days after the termination of the program year.

12. Depending on the outcome of the evaluations and the Alberta Education review of the annual reports, appropriate adjustments to the programs may be required at the provincial and local level.

EDUCATIONAL OPPORTUNITY FUND--ELEMENTARY

BACKGROUND

The elementary component of the Educational Opportunities Fund was established by Alberta Education in 1973. It is a program designed to encourage local school authorities to enhance the regular education program at the elementary level.

POLICY

Alberta Education supports locally-initiated educational programs which enhance the regular school program available to elementary students.

GUIDELINES

1. The elementary component of the EOF has been funded in three-year cycles, with the next funding cycle to begin on September 1, 1984 and to end on August 31, 1987.
2. Elementary EOF programs are designed for students in grades one to six.
3. All elementary schools are eligible to apply for this program.
4. School jurisdictions accessing the program will receive EOF grants on the basis of pupils eligible for SFPF support. A per pupil grant will be provided up to the maximum amount approved by the Minister.

5. In determining local needs and priorities, school jurisdictions are to be aware of current priority areas suggested by Alberta Education. For the funding cycle beginning September 1, 1984 suggested priority areas are:

   (a) programs that enrich the basic program of studies;
   (b) computer literacy;
   (c) guidance and counselling;
   (d) library services; and
   (e) fine arts.

6. In designing an elementary EOF program, local authorities should ensure:

   (a) that direct instructional services are provided to the student;

   (b) that the program is sufficiently different from the regular school programs so that it can be clearly recognized; and

   (c) that the program is designed to result in recognizable improvement upon or extension to the regular program.

PROCEDURES

1. Alberta Education will provide general information to local school jurisdictions in January in regard to the level of provincial support.

2. Funds will be allocated by Alberta Education on the basis of the school jurisdiction's number of pupils eligible for SFPF support as at September 30.

3. School jurisdictions wishing to participate in the elementary component of the EOF will complete the appropriate section of the grants application form and submit it to the Regional Office of Education for approval by October 15.

4. Alberta Education will distribute elementary EOF grants to participating jurisdictions for the length of the funding cycle, subject to satisfactory compliance with program and financial reporting requirements.

5. School jurisdictions will develop and keep on file their educational plans which outline their policies, guidelines, procedures, intended results and how these results will be achieved.

6. School jurisdictions will monitor and evaluate the E.O.F. elementary programs, as required, in accordance with the school jurisdiction's evaluation policies.

7. Regional Offices of Education will monitor the programs, as required.

8. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

9. Each school jurisdiction will report on the E.O.F. elementary programs in the school jurisdiction annual report. Two copies of the report will be submitted to the local Regional Office of Education by July 31.

10. School jurisdictions will submit an annual audited financial statement to the School Business Administration Branch of Alberta Education by February 28.

11. Depending on the outcome of the evaluations and the Alberta Education review of the school jurisdiction annual reports, appropriate adjustments to the programs may be required at the provincial and local levels.

EDUCATIONAL OPPORTUNITY FUND—COMPENSATORY

BACKGROUND

The compensatory component of the Educational Opportunities Fund was established by Alberta Education in 1973. It is a program designed to assist local school authorities to cope with the needs of students who are disadvantaged by social and economic conditions.

POLICY

Alberta Education supports locally-initiated educational programs which are designed to help students compensate for adverse social and economic conditions.

GUIDELINES

1. The compensatory component of the EOF has been funded in three-year cycles, with the present funding cycle to end on June 30, 1985.

2. Compensatory EOF grants will be available for approved projects to selected school jurisdictions which meet the economic and social criteria determined by Alberta Education prior to each funding cycle.

3. Programs in the compensatory component of EOF are intended for students in grades one to twelve.

4. The program is designed for students who require supplemental or alternative instruction designed to meet the needs of educationally disadvantaged students having an age-grade discrepancy of more than one year.

5. In designing a compensatory program, local authorities should ensure:

   (a) that direct instructional services are provided to the student;

   (b) that services are provided on a priority basis to those students in the jurisdiction who most need them;

   (c) that the program is sufficiently different from the regular school programs so as to be identifiable and observable; and

   (d) that the program is designed in order to assist in reducing the age-grade discrepancy of more than one year.

PROCEDURES

1. Alberta Education will announce any adjustments in compensatory EOF grants in January of each year and these will take effect in the following school year.

2. Prior to March 1 in the year of the commencement of a new three-year funding cycle, Alberta Education will determine which school jurisdictions are eligible to apply for compensatory EOF funding on the basis of adjusted equalized assessment per resident student. Those school jurisdictions which meet this economic criteria will then be advised that they are eligible to apply for the program.

3. Eligible school jurisdictions who wish to apply for EOF funding must then submit a proposal to the Support Programs Branch which addresses the nature of the social and educational disadvantages experienced by their students, how these disadvantages will be addressed, and a proposed budget for the program.

4. The Support Programs Branch will review these submissions, consult with interested jurisdictions as may be required, and allocate available EOF compensatory funds on the basis of need as indicated by both criteria of eligibility (economic and social).

5. Decisions of the Support Programs Branch on eligibility and allocation of funds may be appealed to the Assistant Deputy Minister of the Program Delivery Division.

6. The compensatory EOF grant payments will be advanced to participating jurisdictions at the same time and in the same proportions as are the SFPF grants.

7. A jurisdiction eligible for funding in one three-year cycle which fails to satisfy the economic criterion in the next three-year cycle will have its allocation reduced by 50%. If this happens again in the following three-year cycle, its allocation will be reduced to zero.

8. The Support Programs Branch will review the proposed three-year plan and budget and approve the plan for funding if it satisfies the guidelines. A school jurisdiction is required to submit a plan and budget for each three-year cycle.

9. School jurisdictions will maintain on file the project plans for the E.O.F. Compensatory Program.

10. Alberta Education will distribute compensatory EOF grants to participating jurisdictions for the length of the funding cycle, subject to satisfactory compliance with the program and financial requirements, and in the absence of any need to adjust the grants.

11. School jurisdictions will monitor and evaluate compensatory EOF programs, as required; in accordance with the school jurisdiction's evaluation policies.

12. Each school jurisdiction will report on compensatory EOF programs in the school jurisdiction annual report which is submitted to the Regional Office of Education by July 31.

13. The participating school jurisdictions will submit an annual audited financial statement to the School Business Administration Branch of Alberta Education by February 28.

14. Alberta Education will monitor and evaluate compensatory EOF programs as required, and as a result, may adjust EOF grants.

OFFICIAL AND OTHER LANGUAGES

BACKGROUND

To continue to respond more adequately to the increasing demands for students to become more fluent in the French language, the Government will provide financial support for opportunities for students, where demand exists, to become proficient in the French language.

In addition, to recognize the multicultural dimensions of Alberta, opportunities will be provided to students wishing to acquire and/or maintain languages other than English or French.

Finally, for students in Alberta who need to acquire proficiency in English As A Second Language, opportunities will be provided to facilitate the process of adaptation to a different social environment and the process of learning a new language.

The three policies which follow outline each of these programs.

FRENCH LANGUAGE PROGRAMS **

POLICY

Alberta Education supports the provision of opportunities for students who wish to acquire or maintain proficiency in French so that they may have access to instructional programs in that language.

GUIDELINES

1. School jurisdictions will develop policies and programs in keeping with the intent of the province's policies, guidelines and procedures and in accordance with student needs at the local level.

2. Instructional programs, E.C.S. through Grade 12, are to be in accord with:

   (a) ECS program requirements of Alberta Education;

   (b) courses of study and instructional materials for programs as prescribed or approved by the Minister for Grades 1 through 12 (Section 12, subsection (2) of the School Act); and are to provide

   (c) cultural activities congruent with the objectives of the programs.

3. Provincial funds for French language instructional programs will be integrated with available funds from the Federal government with due credit given to both governments.

4. Funding for approved French language instructional programs will be provided through a grant based on a full-time equivalent student.

** This policy statement is currently under review.

PROCEDURES

1. School jurisdictions, when initiating French language programs, will deliver to the Minister a motion of the board authorizing the use of French as a language of instruction.

2. Alberta Education in consultation with the board or eligible agency will determine priorities and develop specifications for local jurisdictions or organizations wishing to access cost-shared funds for initiating or expanding instructional programs.

3. Alberta Education will provide general information to school jurisdictions in January in regard to the level of provincial support.

4. School jurisdictions will develop and maintain on file their education plans which outline their policies, guidelines, procedures, intended results and how these results will be achieved.

5. School jurisdictions wishing to gain access to French language grants must indicate this annually in the grants application form submitted to Regional Offices of Education for approval by October 15.

6. Funds will be distributed by Alberta Education on the basis of the jurisdiction's count of full-time equivalent students served by this program, as at September 30.

7. Each school jurisdiction will monitor and evaluate the instructional programs as required, in accordance with the school jurisdiction's evaluation policies.

8. Regional Offices of Education will monitor the programs, as required.

9. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

10. Each school jurisdiction will report on the French language programs in the school jurisdiction annual report. Two copies of the report will be submitted to the Regional Office of Education by July 31.

11. School jurisdictions will submit an annual audited financial statement to the School Business Administration Branch of Alberta Education by February 28.

12. Depending on the outcome of the evaluations and the Alberta Education review of the school jurisdiction annual reports, appropriate adjustments to the programs may be required at the provincial and local levels.

DEFINITIONS

1. FRENCH LANGUAGE PROGRAM

An instructional program approved by the Minister where French is used as a language of instruction is as follows:

(a) if the program commences in grade 1, then with respect to grades 1 and 2,

(1) the amount of time French is used as the language of instruction,

(2) the nature and extent of English language instruction, if any, and

(3) the point at which the English language arts program, if any, is initiated is in the discretion of the board;

(b) regardless of when the program commences, after grade 2,

(1) not less than 300 minutes per week of instruction in English language arts shall be provided for each pupil in each of grades 3, 4, 5 and 6,

(2) not less than 150 hours per year of instruction in English language arts shall be provided for each pupil in each of grades 7, 8 and 9, and

(3) not less than 125 hours per year or the equivalent of 5 credits per year of instruction in English language arts shall be provided for each pupil in each of grades 10, 11 and 12.

2. FRENCH AS A SECOND LANGUAGE PROGRAM

A program approved by the Minister in which the French language is studied as a subject only. This program is intended for any student wishing to learn French as another language.

LANGUAGES OTHER THAN ENGLISH OR FRENCH

POLICY

Alberta Education supports the provision of opportunities for students who wish to acquire or maintain languages other than English or French so that they may have access to instructional programs in those languages.

GUIDELINES

1. School jurisdictions will develop policies and instructional programs in keeping with the intent of the province's policies, guidelines and procedures and in accordance with student needs at the local level.

2. Provision of instructional programs, E.C.S. through Grade 12, are to be in accordance with:

   (a) ECS program requirements of Alberta Education;

   (b) courses of study and instructional materials for the program as prescribed or approved by the Minister for Grades 1 through 12 (Section 12, subsection (2) of the School Act); and are to provide for

   (c) cultural activities that are congruent with the Program of Studies.

3. Funding for approved instructional programs in languages other than English or French will be provided through a grant based on a per pupil-served rate.

PROCEDURES

1. The local jurisdiction, when initiating an instructional program in a language other than English or French, will deliver to the Minister a motion of the Board authorizing the use of a language other than English or French as the language of instruction.

2. Alberta Education will provide general information to local school jurisdictions in January in regard to the level of provincial support.

3. School jurisdictions will develop and maintain on file their education plans which outline their policies, guidelines, procedures, intended results and how these results will be achieved.

4. Funds will be distributed by Alberta Education on the basis of the jurisdiction's pupil-served count as at September 30.

5. School jurisdictions wishing to gain access to provincial grants must indicate this annually in the grants application form submitted to Regional Offices of Education for approval by October 15.

6. Each school jurisdiction will monitor and evaluate the instructional programs, as required, in accordance with the school jurisdiction's evaluation policies.

7. Regional Offices of Education will monitor the programs, as required.

8. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

9. Each school jurisdiction will report on the Languages other than English or French programs in the school jurisdiction annual report. Two copies of the report will be submitted to the local Regional Office of Education by July 31.

10. The school jurisdictions will submit an annual audited financial statement to the School Business Administration Branch of Alberta Education by February 28.

11. Depending on the outcome of the evaluations and the Alberta Education review of the school jurisdiction annual reports, appropriate adjustments to the programs may be required at the provincial and local levels.

DEFINITIONS

1. INSTRUCTION IN LANGUAGES OTHER THAN ENGLISH OR FRENCH

An instructional program in which a language other than English or French is used as the language of instruction to a maximum of 50% of the instructional day.

2. SECOND LANGUAGE PROGRAMS

A program approved by the Minister in which the target language is the subject of study according to an approved program.

3. SECTION 27 - CHARTER OF RIGHTS AND FREEDOMS

27. This Charter shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of Canadians.

ENGLISH AS A SECOND LANGUAGE

POLICY

Alberta Education will assist school boards in providing instructional programs for students who require special assistance in learning English as a Second Language and in order to enable them to follow instruction in that language.

GUIDELINES

1. School jurisdictions will develop board policies and instructional programs in keeping with the intent of the province's policies, guidelines and procedures and in accordance with student needs at the local level.

2. Provision of special assistance includes:

   (a) the development, implementation and assessment of appropriate instructional programs, Grades 1 to 12, in which attention is given to the linguistic, cultural and academic needs of students;

   (b) courses or parts of courses and instructional materials as prescribed or approved by the Minister (Section 12, subsection (2) of the School Act); and

   (c) priority being placed upon assistance which encourages the rapid integration of students into the school and community environment.

3. Funding for approved programs will be provided through a grant based on a per pupil-served rate.

4. Funding will be provided for individual students up to a maximum of two years.

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English as a Second Language (continued)

PROCEDURES

1. Alberta Education will provide general information to local school jurisdictions in January in regard to the level of provincial support.

2. School jurisdictions will develop and maintain on file their education plans which outline their policies, guidelines, procedures, intended results and how these results will be achieved.

3. Funds will be distributed by Alberta Education on the basis of the jurisdiction's pupil-served count as at September 30.

4. School jurisdictions wishing to gain access to provincial English as a Second Language grants must indicate this annually in the grants application form submitted to the Regional Offices of Alberta Education for approval by October 15.

5. Each school jurisdiction will monitor and evaluate the instructional programs, as required, in accordance with the school jurisdiction's evaluation policies.

6. Regional Offices of Education will monitor the programs, as required.

7. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

8. Each school jurisdiction will report on the English as a Second Language programs in the school jurisdiction annual report. Two copies of the report will be submitted to the local Regional Office of Education by July 31.

9. The school jurisdictions will submit an annual audited financial statement to the the School Business Administration Branch of Alberta Education by February 28.

10. Depending on the outcome of the evaluations and the Alberta Education review of the school jurisdiction annual reports, appropriate adjustments to the programs may be required at the provincial and local levels.

REGIONAL FILM CENTRES

BACKGROUND

Audio-visual materials have a part to play in improving learning opportunities. Because of the high cost of 16mm films Alberta Education established a provincial film loan service for all schools in the province.

Over time, teacher demand for this service increased to the point where it became evident that a decentralization of the service was necessary. The large urban boards in Edmonton and Calgary agreed to operate their own film centres, and each of these boards received a grant of films from Alberta Education to establish its initial film collection. To provide equity of opportunity in the rural areas of the province, Alberta Education encouraged local school boards to establish Regional Film Centres which would serve a large enough student enrolment within a zone to make possible an efficient and effective film service. Five such centres now exist, and their boundaries include all areas of the province outside the cities of Edmonton and Calgary.

POLICY

Alberta Education supports the equitable provision of film and related learning resources as an integral part of learning experiences for students.

GUIDELINES

1. Participation in a Regional Film Centre is at the discretion of individual school boards.
2. School boards choosing to establish a Regional Film Centre must seek the Minister's approval to form a Joint Committee.
3. The Joint Committee shall name an Agent Board that shall be responsible for the administration of the Regional Film Centre.
4. The Joint Committee will then develop policies, guidelines and procedures in keeping with the intent of the province's policies, guidelines and procedures and in accordance with student needs at the local level.

5. Alberta Education will provide to a Regional Film Centre an annual matching per pupil grant up to the maximum amount approved by the Minister. This grant will be based on the eligible pupil enrolment for SFPF funding as reported by Member Boards.

6. It is the responsibility of the four urban school boards in Edmonton and Calgary to provide film and related learning services for their students.

PROCEDURES

1. The Member Boards and the Minister shall sign an agreement to establish a Joint Committee that will have responsibility for the overall administration of the Regional Film Centre including the following duties:

   a) name committees and assign terms of reference;

   b) recommend the per capita assessment to Member Boards;

   c) approve the annual budget;

   d) elect officers; and

   e) define procedures and other matters not specifically set out in the agreement with the Minister.

2. The Joint Committee will select an Agent Board.

3. The Joint Committee will develop and keep on file its program plan.

4. The Agent Board and Alberta Education will sign an agreement to ensure the transfer and administration of designated funds from Alberta Education.

5. The Agent Board hires staff and manages the day-to-day operations in keeping with the policies established by the Joint Committee with particular attention to inventory, statistics, financial and operational matters.

6. Alberta Education will provide general information to the Agent Boards in January in regard to the level of provincial support for Regional Film Centres.

7. Alberta Education will provide matching grants, based on the eligible SFPF pupil count as at September 30.

8. The Joint Committee will monitor and evaluate the operation of the Regional Film Centre, as required.

9. Evaluation and monitoring of the operation of the centres will be conducted by the Regional Office of Education, as required.

10. The Agent Board will submit two copies of its annual report to the local Regional Office of Education by July 31.

11. The Agent Board will submit an annual audited financial statement of the Regional Film Centre to the School Business Administration Branch of Alberta Education by February 28.

12. Depending on the outcome of the evaluations and the Alberta Education review of the Regional Film Centre annual reports, appropriate adjustments to the programs may be required at the provincial and local levels.

13. The agreement may be terminated by either party with one year's notice.

14. The Minister of Education may terminate the agreement if the Film Centre is not being operated satisfactorily.

DEFINITIONS

1. **JOINT COMMITTEE**

   A group of trustees each representing a school board and established to manage film and related services to students.

2. **MEMBER BOARD**

   A school board which names a trustee to serve on the Joint Committee of a Regional Film Centre.

3. **AGENT BOARD**

   A school board selected by a Joint Committee to act on its behalf.

4. **REGIONAL FILM CENTRE**

   An educational agency operated by a Joint Committee to provide film and other learning resource services through acquisition, distribution, maintenance and evaluation.

5. **ZONE**

   A geographical area with boundaries coterminous with those of the Alberta Education Regional Offices.

6. **REGIONAL FILM CENTRE BOUNDARY**

   The area within a zone formed by the boundaries of the member boards.

SCHOOL EXTENSION PROGRAMS

BACKGROUND

The demands of modern society accentuate the need for each adult to have a basic education. Basic education assists students and adults to become more self-supporting and productive contributors to society.

POLICY

Alberta Education supports programs to assist adults in the acquisition of basic education.

GUIDELINES

1. School extension programs may be adapted by school jurisdictions to meet the needs of adults while maintaining the intent of the grades 1-12 curricula.

2. Provincial funding for school extension programs will be provided through a grant based on a dollar rate per pupil served and the number of course hours.

3. A school jurisdiction may charge registration fees to adults to help meet costs of courses in a school extension program which are not covered by school extension grants.

4. Successful completion of a school extension program by a student results in the awarding of grade level completion at the grades 1-9 level by a school board, or the awarding of high school credits at the grades 10-12 level.

5. School extension programs must be taught by teachers certificated by Alberta Education.

6. Alberta Education will work in cooperation with other departments of government in the provision of basic education for adults.

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PROCEDURES

1. Alberta Education will provide information to school jurisdictions in January of each year in regard to the level of provincial support.

2. School jurisdictions will develop and keep on file their educational plans which outline their policies, guidelines, procedures, intended results and how these results will be achieved.

3. Alberta Education will consult on a continuing basis with other government departments involved with school extension programs and encourage interagency cooperation at the school/community level.

4. School jurisdictions wishing to gain access to school extension grants must indicate this annually in the grants application form submitted to the Regional Offices of Education for approval by October 15.

5. Each school jurisdiction will monitor and evaluate the instructional programs, as required, in accordance with the school jurisdiction's evaluation policies.

6. Regional Offices of Education will monitor the programs, as required.

7. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

8. Each School jurisdiction will report on school extension programs in the school jurisdiction annual report. Two copies of the report will be submitted to the Regional Office of Education by July 31.

9. The participating boards will submit to the School Business Administration Branch of Alberta Education an annual audited financial statement by February 28.

10. Depending on the outcome of the evaluations and the Alberta Education review of the school jurisdiction annual reports, appropriate adjustments to the programs may be required at the provincial and local levels.

DEFINITIONS

1. **ENROLLMENT COURSE HOUR**

   One school extension student enrolled in one hour of a school extension course which is a part of an approved school extension program.

2. **SCHOOL EXTENSION PROGRAMS**

   Adult basic education and summer school as defined below.

3. **ADULT BASIC EDUCATION**

   Education, as contained in the grades 1-12 curricula, which is provided by Alberta schools to adults with needs for such education.

4. **SUMMER SCHOOL**

   Basic Education, as contained in the grades 1-12 program of studies, offered to students regardless of age during school summer holidays.

5. **SCHOOL EXTENSION STUDENT**

   A student enrolled and participating in a course of a school extension program as counted during the third week of said course.

6. **SCHOOL JURISDICTION**

   A board of a public or separate school board approved by Alberta Education to offer school extension programs; a public college with an agreement with an approved public or separate school board to offer school extension programs; or a private school approved to offer school extension programs by Alberta Education.

SPECIAL EDUCATION AND THE GIFTED

BACKGROUND

For over twenty five years Alberta Education has made some special provision for education to exceptional pupils in the province. Through the years, progress has been made in developing educational programs designed to address the special needs of such pupils. Through special funding from Alberta Education, school boards have also been encouraged to establish special education classes.

Although the term "exceptional" when applied to learners has traditionally included those who are especially gifted and talented, to date such pupils have not been represented to the same extent as handicapped learners in the programs and funding for special education. Considerable attention has been given to the special needs of gifted and talented pupils in recent years and their special needs have been documented and recognized. It is intended that the terms "exceptional learners" and "special education" shall henceforth apply equally to the gifted and talented and the learning handicapped. Special education funding should, therefore, be applicable to programs for the gifted and talented as well as for programs for pupils with educational handicaps.

POLICY

Alberta Education supports the position that exceptional pupils, whether gifted, talented, or educationally handicapped, have particular needs which should be addressed through educational programs and services.

GUIDELINES

1. School jurisdictions are responsible for the identification, assessment, placement and programming for exceptional students. School jurisdictions are also responsible for evaluating the individual progress of exceptional students.

2. Alberta Education will provide information and program advice related to the development and implementation of special education programs.

3. Each school jurisdiction will develop written policies, guidelines and procedures for the development and/or adaptation of programs and services to exceptional students in its jurisdiction, in keeping with the intent of provincial policies, guidelines and procedures.

4. Alberta Education will provide program funding for exceptional students through the special education program grant. This single grant is based on a rate in dollars per resident pupil.

5. For programs for the gifted and talented, Alberta Education will provide funding on the following basis:

   a) School jurisdictions which receive 5% more special education funds than their 1983 allocation, must spend at least 5% of the 1984 allocation on the gifted and talented;
   b) School jurisdictions which receive between 2 - 5% more special education funds than their 1983 allocation, must spend at least the difference between the 1983 and 1984 allocation on the gifted and talented; and
   c) School jurisdictions which are grandfathered (that is, which receive a 1984 allocation greater than that permitted under the new funding formula) will receive, in addition to their basic special education allocation, 2% of the funds eligible under the new formula in order to provide funding for the gifted and talented.

6. Alberta Education will provide grants in support of approved educational programs for students residing and receiving their education in provincially operated institutions.

7. Alberta Education will provide funding to maintain regional assessment and consultation services for sensory multihandicapped students.

8. Alberta Education will establish curricula and minimum standards for identifying, assessing and serving the needs of exceptional students.

9. Programs for exceptional students should encourage participation of students in a regular school environment whenever possible.

PROCEDURES

1. Alberta Education will provide general information to local school jurisdictions in January in regard to the level of provincial support.

2. School jurisdictions will develop and keep on file their educational plans which outline their policies, guidelines, procedures, intended results and how these results will be achieved.

3. Funds will be allocated by Alberta Education on the basis of the school jurisdiction's resident pupil count as at September 30.

4. School jurisdictions wishing to gain access to provincial grants must indicate this annually in the grants application form submitted to the Regional Offices of Education for approval by October 15.

5. Each school jurisdiction will monitor and evaluate the instructional programs, as required, in accordance with the school jurisdiction's evaluation policies.

6. Regional Offices of Education will monitor the programs, as required.

7. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

8. Each school jurisdiction will report on the special education and gifted programs in the school jurisdiction annual report. Two copies of the report will be submitted to the local Regional Office of Education by July 31.

9. The school jurisdictions will submit an annual audited financial statement to the School Business Administration Branch of Alberta Education by February 28.

10. Depending on the outcome of the evaluations and the Alberta Education review of the school jurisdictions annual reports, appropriate adjustments to the programs and services offered by the school jurisdictions may be required.

DEFINITIONS

1. EXCEPTIONAL PUPIL

A pupil who requires special educational modifications and/or special education programs in order to learn and maximize his potential.

2. INSTITUTIONAL PUPIL

A pupil who, for any of a variety of reasons, has been placed in a full time residential setting where the pupil attends school on-site, in an institution operated, directly or indirectly, by a department of the Alberta government (e.g. Solicitor General's Department, Alberta Hospitals and Medical Care, Alberta Social Services & Community Health).

3. SENSORY MULTIHANDICAPPED PUPIL

A pupil whose visual and/or hearing impairment is accompanied by other handicapping conditions to the extent that the pupil requires specialized services usually unavailable in programs for handicapped pupils without a visual and/or hearing impairment or in programs designed for pupils with visual or hearing impairment only - for example the deaf-blind, blind mentally handicapped or deaf mentally handicapped.

4. GIFTED OR TALENTED PUPIL

A pupil who by virtue of outstanding ability is capable of exceptional performance and who therefore requires differentiated provisions and/or programs beyond the regular school program to realize his contribution to self and society.

TEACHER INSERVICE

BACKGROUND

Teacher inservice is intended to raise the level of professional performance. The responsibility for carrying out inservice is shared by the following: schools, school boards, the teaching profession, including individual members, and Alberta Education.

From time to time Alberta Education may identify special needs to which it will suggest a high priority for teacher inservice. For example, the implementation of teacher evaluation policies may require additional inservice activities on the part of school jurisdictions.

Alberta Education will allocate additional funds to augment the current level of teacher inservice provided by school jurisdictions.

POLICY

Alberta Education provides support for teacher inservice which contributes to higher quality education for students by improving teacher performance.

GUIDELINES

1. From time to time, Alberta Education may suggest teacher inservice needs which should be addressed by local school jurisdictions.

2. Inservice activities associated with locally developed programs (except for ECS) are not eligible for provincial support and shall remain the responsibility of the local school jurisdiction.

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3. The activities and expenditures that do not qualify for provincial support are:

   (a) sabbaticals;
   (b) attendance by individual teachers at conferences;
   (c) university credit courses; and
   (d) administrative salaries.

4. Alberta Education will provide a grant on the basis of pupils elgible for SFPF support.

5. In planning an inservice program/activity, local authorities should:

   (a) involve teachers in planning, implementing and evaluating;
   (b) focus on competencies which go beyond pre-service;
   (c) emphasize classroom practice and solutions for teacher identified problems;
   (d) accommodate needs and interest of individual teachers; and
   (e) consider consortium type project organization.

PROCEDURES

1. Prior to January 1 each year, Alberta Education will provide current program information and may identify its teacher inservice priorities for the coming year.

2. For 1984/85, the provincial priorities suggested for teacher inservice are: computer literacy, gifted and talent, and evaluations.

3. Alberta Education will provide general information to local school jurisdictions in January in regard to the level of provincial support.

4. School jurisdictions will develop and maintain on file their education plans which outline their policies, guidelines, procedures, intended results and how these results will be achieved.

5. Regional Offices of Education may provide consultation for teacher inservice activities if personnel and resources are available.

6. Funds will be allocated by Alberta Education on the basis of the school jurisdiction's number of eligible pupils for SFPF as at September 30.

7. School jurisdictions wishing to gain access to provincial grants must indicate this annually in the grants application form submitted to the Regional Offices of Education for approval by October 15.

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8. Each school jurisdiction and private ECS operators will monitor and evaluate the teacher inservice programs, as required.

9. Regional Offices of Education will monitor the programs, as required.

10. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

11. Each school jurisdiction will report on teacher inservice programs in the school jurisdiction annual report. Two copies of the report will be submitted to the local Regional Office of Education by July 31.

12. The school jurisdictions will submit an annual audited financial statement to the School Business Administration Branch of Alberta Education by February 28.

13. Depending on the outcome of the evaluations and the Alberta Education review of the school jurisdiction annual reports, appropriate adjustments to the programs may be required at the provincial and local levels.

ACADEMIC-OCCUPATIONAL PROGRAM

BACKGROUND

The Academic-Occupational Program is an alternate program of instruction for students unable to integrate into the regular program. The program's academic courses must be directed toward improving the student's competencies in communication, computation and social relationships while the occupational courses should provide opportunities for students to apply these competencies. In addition, the occupational courses will be designed to prepare students for direct entry into employment. This alternate program may provide exit points for students to cross over into a regular program.

Alberta Education provides additional support for this program because of the higher costs associated with this activity. For example, the costs associated with lab work are higher than those in the classroom.

POLICY

Alberta Education supports programs to assist students who have serious difficulty in regular school programs and who require alternative programs in order to enhance basic compentencies and their ability to enter into employment.

GUIDELINES

1. The school jurisdictions will develop academic-occupational policies, guidelines and procedures in keeping with the intent of Alberta Education's policies, guidelines and procedures.

2. The academic-occupational program is intended for students who:

   a. do not or are not expected to qualify for entry into a regular high school program;

   b. have a record of low achievement;

   c. are thirteen years of age or older on September 1; and

   d. have the written consent of their parents or guardian.

3. In developing and implementing an academic-occupational program, school jurisdictions should keep the following considerations in mind:

   a. The program will consist of two components: academic and occupational.

      (1) The academic component should comprise courses directed toward improving student competencies in communication, computation and social relationships.

      (2) The occupational component should emphasize skills developed in any one of the three career routes: business and/or technical and/or personal services.

   b. School jurisdictions will develop a system for student referral, screening, program development and placement involving the sending and receiving schools.

   c. The program will provide differential services to help students develop competencies in academic and occupational skills.

Academic-Occupational Program (continued)

d. An academic-occupational program should be identifiable and observable as a one, two, three, four (or more) year program.

e. Career counselling should be an integral part of the program.

f. The class size for both academic and occupational courses should not exceed twenty in academic subjects and fifteen students in occupational courses.

g. The proportion of academic-vocational students to regular students in an integrated class will be determined locally.

h. The program should not include credit courses beyond the "20" level of the high school program of studies.

i. Parents, guardians and students should be informed of the nature and expectations of the program.

j. School jurisdictions should coordinate efforts among different agencies such as other schools, manpower centres, social services and local business and industry in order to facilitate program delivery in the school and within the community.

4. Alberta Education will provide financial assistance on the basis of a dollar amount per credit enrollment unit (CEU) up to a maximum of 20 CEU's per student for the operation of approved academic-occupational programs offered by school jurisdictions.

5. Year 1 of the program must be a minimum of 250 hours and each succeeding year must be a 50% occupational program.

6. Year 2 and subsequent years of the program must be offered in an approved vocational school facility (or approved equivalent).

7. The occupational component must be composed of laboratory/shop course only (Law and Occupations, for example, would not qualify).

8. Work Experience 15, 25 courses will not be eligible for grants.

PROCEDURES

1. Alberta Education will provide general information to local school jurisdictions in January in regard to the level of provincial support.

2. School jurisdictions will develop and keep on file their educational plan which outline their policies, guidelines, procedures, intended results and how there results will be achieved.

3. A committee composed of at least the school principal, or designate, and a counsellor from the sending school will be involved with the student in program selection and placement.

4. Local school jurisdictions will obtain permission to use previously approved locally developed courses from Alberta Education.

5. School jurisdictions offering an approved academic-occupational program will provide to the appropriate Regional Office of Education a count of all pupils enrolled in each year of the program as at September 30 .

6. School jurisdictions wishing to gain access to provincial grants must indicate this annually in the grants application form submitted to the Regional Offices of Education for approval by October 15.

7. Each school jurisdiction will monitor and evaluate the instructional programs, as required, in accordance with the school jurisdiction's evaluation policies.

8. Regional Offices of Education will monitor the programs, as required.

9. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

10. Each school jurisdiction will report on academic-occupational programs in the school jurisdiction annual report. Two copies of the report will be submitted to the Regional Office of Education by July 31.

11. The school jurisdictions will submit an annual audited financial statement to the School Business Administration Branch of Alberta Education by February 28.

12. Depending on the outcome of the evaluations and the Alberta Education review of the school jurisdictions annual reports, appropriate adjustments to the programs may be required at the provincial and local levels.

DEFINITIONS

1. TWO-YEAR PROGRAM

Year 1 Occupational exploration with content from at least three career fields for a minimum of 250 hours. Programs offered in a junior high facility (non-vocational) must have content taken from Business Education, Home Economics, Industrial Education.

(must be offered in a vocational school) **Year 2** Total of 50% occupational program of which 250 hours must be in a career major.

2. THREE-YEAR PROGRAM

Year 1 Occupational exploration with content from at least three career fields for a minimum of 250 hours. Programs offered in a junior high facility (non-vocational) must have content taken from Business Education, Home Economics, Industrial Education.

(must be offered in a vocational school) **Year 2** Total of 50% occupational program of which 250 hours must be in a career field.

Year 3 Total of 50% occupational program of which an additional 250 hours must be in a career field established in Year 2. The establishment of a career major would be desirable.

3. FOUR OR MORE-YEAR PROGRAM

Year 1 Occupational exploration with content from at least three career fields for a minimum of 250 hours. Programs offered in a junior high facility (non-vocational) must have content taken from Business Education, Home Economics, Industrial Education.

Year 2 Total of 50% or more occupational program of which a minimum of 250 hours must be in a career field.

(must be offered in a vocational school) **Year 3** Total of 50% or more occupational program of which 250 hours must be in one career field. The establishment of a career major would be desirable.

Year 4 Total of 50% or more occupational program of which 250 hours must be in one career field. Work study must be a component of the Year 4 program. The establishment of a career major would be desirable.

Year 5 Total of 50% or more occupational program consisting of individualized intensive extension of Year 4.

VOCATIONAL EDUCATION PROGRAM

BACKGROUND

The vocational education program is operated in Alberta comprehensive high schools to provide a means for all students, who so desire, to learn about and develop skills in a number of trade-oriented career fields. Students enter the program at the orientation stage. They are able to progress through the preparation levels so that they may leave high school with job entry skills leading directly to employment or to further training and education, thus helping them to become productive members of society. In order to ensure program currency and articulation arrangements with post-secondary institutions, senior courses are taught in specially designed and equipped facilities by certificated teachers who also hold journeyman or equivalent status.

Alberta Education provides additional support for vocational education programs because of the higher cost associated with this activity. For example the costs associated with the lab work are higher than those in the classroom.

POLICY

Alberta Education provides support to assist students in comprehensive high schools to enable them to integrate basic educational skills in a technical learning environment and to prepare them for employment or further training and education.

GUIDELINES

1. Alberta Education and school jurisdictions are responsible for developing and implementing vocational education programs in comprehensive high schools.

2. The vocational education program will consist of vocational education 12, 22, 32, 15, 25 and 35 courses of the high school program of studies.

3. Vocational education courses will be taught by certificated teachers who hold journeyman or equivalent status.

4. Vocational education courses will be conducted in Alberta Education approved facilities.

5. Alberta Education will provide funding for vocational education programs on the basis of a dollar rate per credit enrolment unit for the vocational courses.

6. The school jurisdictions will develop policies, guidelines and procedures in keeping with the intent of the province's policies, guidelines and procedures.

PROCEDURES

1. Alberta Education will provide general information to local school jurisdictions in January in regard to the level of provincial support.

2. School jurisdictions will provide a list of the subjects taught (by name and/or code), the name of the teacher for each subject, and the number of pupils enrolled in each course as of September 30.

3. School jurisdictions wishing to gain access to provincial grants must indicate this annually in the grants application form submitted to the Regional Offices of Education for approval by October 15.

4. School jurisdictions will develop and keep on file their educational plans which outline their policies, guidelines, procedures, intended results and how these results will be achieved.

5. Each school jurisdiction will monitor and evaluate the instructional programs, as required, and in accordance with the school jurisdiction's evaluation policies.

6. Regional Offices of Education will monitor the programs, as required.

7. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

8. Each school jurisdiction will report on Vocational Education programs in the school jurisdiction annual report. Two copies of the report will be submitted to the local Regional Office of Education by July 31.

9. The local school jurisdiction will submit an annual audited financial statement to the School Business Administration Branch of Alberta Education by February 28.

10. Depending on the outcome of the evaluations and the Alberta Education review of the school jurisdiction annual reports, appropriate adjustments to the programs may be required at the provincial and local levels.

DEFINITIONS

1. CAREER ORIENTATION

Instruction in introductory vocational courses that assist students in their selection of career patterns. They may be selected from Industrial Education 10, 12 or 15 courses.

2. CAREER PREPARATION

Instruction in senior vocational level courses that assist students in their preparation for specific occupations. They are chosen from Vocational 22, 32 or 25, 35 series of courses.

3. CREDIT ENROLMENT UNIT

An individual teacher-person contact time of one credit in a course prescribed or approved by the Minister under section 11(2) of the School Act where the course is included in a program of instruction approved by the Director of a Regional Office.

4. JOURNEYMAN STATUS

Vocational education teachers possess Alberta trade proficiency certification in trade areas recognized by the Alberta Apprenticeship and Trade Certification Branch, Department of Manpower. In trade areas where journeyman certification has not been established by this branch, vocational education teachers have training and experience that is equivalent to that required for journeyman certification. Evaluation of this training and experience is conducted by Alberta Education consultants.

5. COMPREHENSIVE HIGH SCHOOL

A secondary school that offers both general education courses and vocational education courses in its program.

SECTION THREE:

SCHOOL CAPITAL PROGRAMS

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SCHOOL CAPITAL FUNDING

BACKGROUND

The 1984-88 School Capital Funding Program is designed to enable school jurisdictions to provide school space through modernization or new construction. This funding program retains basic principles developed in the 1979-83 program. These principles are:

1. the fostering of local autonomy in planning for additional space requirements;

2. the provision for financial equity among school jurisdictions when meeting the costs of modernization and construction;

3. the maximum utilization of existing space;

4. the provision of new space where no space is available and where other alternatives do not exist;

5. the re-use of excess school space; and

6. the use of a provincial support price that reflects current economic conditions.

However, changing economic conditions have necessitated a more rigorous determination of need, the setting of local and provincial priorities for the construction and modernization of school space, and the reduction of school space exemptions.

Provincial priorities for construction of new space will encourage the modernization of existing space as an alternative to the construction of new space. Where feasible, pupil transportation will be encouraged as an alternative to modernization or new construction.

POLICY

Alberta Education provides funding to school jurisdictions for modernizing existing schools and for constructing new schools.

GUIDELINES

1. School jurisdictions should submit project applications in accordance with the schedule provided by Alberta Education.

2. Equitable funding will be provided to school jurisdictions for the construction and modernization of school space if this space is necessary and if it:

   a) meets minimum environmental and safety standards as required by provincial building codes and regulations;
   b) includes adequate space to facilitate the delivery and administration of educational programs; and
   c) includes consideration of interior and exterior finishes.

3. Equitable funding will be calculated using a formula and other considerations based on:

   a) the use of an equity factor which considers a school jurisdiction's equalized assessment per resident pupil, relative to the provincial average;
   b) the use of an utilization factor, based on a school jurisdiction's level of utilization of space;
   c) the use of a support price factor reflecting current economic conditions;
   d) specific building needs; and
   e) a set of provincial priorities as set out in the Capital Plan.

4. School space will be deemed necessary where it can be shown to be required and where all or any of these conditions exist:

   a) the space does not exist; or
   b) the space exists but is not safe; or
   c) the space exists but cannot accommodate approved educational programs.

5. School space that is deemed necessary will be provided through either modernization or new construction.

6. Modernization of existing partially empty space and the transporting of students, where feasible, will be considered as alternatives to new construction.

7. A school jurisdiction's financing will be by debenture borrowing. Reimbursement to school jurisdictions for debenture instalment payments will begin in the year following the year of debenture issue.

PROCEDURES

1. Alberta Education will provide general information to the school jurisdictions semi-annually in regard to the level of provincial support for school capital funding.

2. School jurisdictions will submit Three-year Capital Plans with five-year enrolment projections. Projects for each year will be ranked in terms of local and provincial priorities. These capital plans will be updated and resubmitted annually.

3. School jurisdictions with estimated local debt retirement costs exceeding three mills will be required to submit an approved Five-year Financial Plan before having their capital plans considered.

4. The school jurisdictions' capital plans will be reviewed and priorized by School Buildings Services Branch and Regional Office personnel. An integrated provincial capital plan will be developed, costed, and submitted to the School Buildings Board for approval.

   To ensure that emergencies (projects that could not be predicted and included in capital plans) can be funded without delay, a contingency fund will be maintained.

5. The School Buildings Board will approve the highest priority projects to the extent coverable by the capital funding available in any year. Projects not approved in any year may be added to school jurisdiction capital plans for consideration in subsequent years.

6. When a modernization project proposal is submitted that fits better into a Building Quality Restoration Program (BQRP) category, it will be transferred to the BQRP with the permission of the school jurisdiction. When a modernization project fails to receive funding in any year because of low priority, and when it contains an element or elements that would normally be considered under BQRP guidelines, the school jurisdiction may re-submit the project for consideration as a BQRP project in the following year.

7. School jurisdictions that have had their projects approved will submit project plans and a Letter of Intent to Proceed for each project.

8. The project plans will be reviewed, and the Intent to Proceed will be acknowledged. School jurisdictions then will secure their local source of funding and will submit for ministerial approval a tender or scheme of construction for each project.

9. The tender or scheme of construction will be analyzed by School Buildings Services and School Business Administration Services and, if in order, will be forwarded to the Minister, or the Minister's designate, for approval.

10. Once the tender or scheme of construction is approved, the school jurisdiction will submit a contract or written notification of commencement.

11. The School Buildings Services Branch will evaluate the project with a representative of the school jurisdiction, as required. The report will be submitted to the School Buildings Board.

12. Inspections will be carried out, as required.

13. Upon completion of the project, the school jurisdiction will submit a Statement of Final Costs. School Buildings Services will review the project and prepare an estimated Statement of Eligible Costs.

14. Three years after the tender approval date, the Utilization Factor and final support of the project will be confirmed with the school jurisdiction.

15. The School Buildings Board will approve the supported amount and advise the school jurisdiction of the final Statement of Eligible Costs.

16. Reimbursement of instalment payments on debentures will be based on the estimated supported portions of the debentures as determined by the School Buildings Board and School Business Administration Services. The final support on the debentures will be determined after the final Statement of Eligible Costs is issued by the School Buildings Board.

DEFINITIONS

1. **Capital Plan**

   An annual listing identifying, for a three-year period, a school jurisdiction's needed capital projects, the projects' costs, and the priorities of the projects as seen by the school jurisdiction. A capital plan will also describe past and future enrolments.

2. **Financial Plan**

   A five-year plan establishing how a school jurisdiction will reduce its mill rate applicable to local debt retirement to three mills or less.

3. **Fixed Capacity**

   The total number of pupils allotted to the instructional area of a school building or school building project as calculated in the Regulation.

4. **Funding Formula**

   The means of determining provincial funding for a new construction or modernization project. The formula includes factors to adjust for financial equity, district utilization of space, approved areas, and changes in construction costs.

5. **Pupil Spaces**

   A representation of the physical area of a school facility as expressed by the pupils it can accommodate allowing space for program flexibility. Area guidelines are set out in the Regulation.

BUILDING QUALITY RESTORATION PROGRAM (BQRP)

BACKGROUND

Alberta Education instituted the BQRP in order to encourage school jurisdictions to continue using existing school space. It was implemented as an additional funding program to the School Capital Funding Program. The BQRP was designed to enhance the quality and useful life of school buildings and the physical environment of schools. In order of priority, the goals for this program are:

1. to remediate health and safety problems in schools;
2. to prolong the useful life of school buildings;
3. to foster energy conservation in schools;
4. to upgrade business education equipment; and
5. to improve the interior and exterior finishes of school buildings.

POLICY

Alberta Education provides funding to school jurisdictions to upgrade the quality and to extend the life of school buildings.

GUIDELINES

1. BQRP funding will be based on specific building needs. The BQRP priorities are as follows:

   a. First priority will be given to projects designed to remediate health, safety or structural deficiencies in school buildings.

      To ensure that other provincial priorities shall be met, some funds will be earmarked for special purposes such as energy conservation, business education equipment upgrading and ministerially approved special projects.

   b. Second priority will be given to projects designed to preserve the quality of school buildings. Projects could include mechanical systems, electrical systems, codes, and structural deficiencies.

   c. Third priority will be given to projects designed to improve the interior and exterior finishes of school buildings.

2. BQRP funding will be based on equity and on the age of the building components.

3. Funding for BQRP projects will be provided either by outright grants up to $100,000.00 from Alberta Education or by debentures when the grant ceiling is exceeded.

4. The School Buildings Board will rule on what may be accepted for support and will designate maximum financial support before commencement of work.

5. Business education equipment upgrading will be funded by an outright grant for the supported amount. School jurisdictions will finance the unsupported amount by debentures.

6. Funding will be provided for an administration fee for BQRP projects (excluding business education upgrading) where no consultant is used.

PROCEDURES

1. Alberta Education will provide general information to local school jurisdictions in January in regard to provincial support for BQRP.

2. School jurisdictions will submit annual project plans to Alberta Education (School Buildings Services Branch) identifying each project in terms of local priority and provincial priority.

3. The applications will be reviewed by the School Buildings Services Branch and priorities will be established. School jurisdictions will be notified regarding projects which meet provincial priorities.

4. A construction inspector from the School Buildings Services Branch will evaluate the project with a representative of the school jurisdiction. The inspector will submit his evaluation and recommendation to the School Buildings Board.

5. The School Buildings Board will decide on the requests and will determine the level of support. School jurisdictions then will receive the approval letter and the Statement of Claim Form.

6. School jurisdictions will make arrangements for financing the projects.

7. School jurisdictions will submit project tenders for ministerial approval for projects receiving over $100,000 provincial support, or Letters of Intent to Proceed with projects receiving less than $100,000 provincial support, to the School Buildings Services Branch for processing.

8. School jurisdictions will complete the work, complete the Statement of Claim Form and forward two copies to School Buildings Services Branch.

9. A construction inspector will evaluate the projects and complete the claim forms. The claim forms will then be forwarded to the Grants Administration Branch for verification of support and release of funds.

10. Adjustments, if required, will be made following the evaluation by the inspector from the School Buildings Services Branch.

11. Final inspections will be carried out, as required.

12. Reimbursement of instalment payments on debentures (short-term loans, if necessary) will be based on the estimated supported portions of the debentures and adjusted when the final support is determined.

13. The local school jurisdictions will submit an annual audited financial statement to the School Business Administration Branch of Alberta Education by February 28.

DEFINITIONS

1. ADMINISTRATION FEE

Financial assistance to school boards to help defray the cost of administration of the Building Quality Restoration Program. The business education equipment upgrading category is not included.

2. BUILDING COMPONENTS

The structural, mechanical and electrical building elements which require upgrading to improve or maintain the quality of the school environment and to prolong the life of the facility for educational use.

3. BUILDING LIFE

The expected useful life of a school building, determined in part by the type of construction.

4. ENERGY CONSERVATION

Upgrading components which will result in energy conservation and subsequent cost savings.

5. INSPECTIONS

On site evaluations by a construction inspector to qualify the eligibility of component replacement based on B.Q.R.P., and to verify that the work is complete.

SECTION FOUR:

TRANSPORTATION AND BOARDING GRANTS

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TRANSPORTATION AND BOARDING GRANTS

BACKGROUND

Alberta Education provides support to assist the transportation of pupils, as required, in school jurisdictions. Three categories of funding are provided.

First, basic transportation funding is provided to all urban and rural jurisdictions. **Second,** transportation funding is provided for pupils with special education requirements, such as the mentally handicapped. This additional funding is provided because of the higher costs associated with the transportation needs of these pupils. **Third,** funds are provided to pupils accessing recognized second language programs. The funding of these three policies is based on the count of eligible transported pupils.

The following policies, guidelines, and procedures describe the three transportation funding categories supported by Alberta Education.

URBAN AND RURAL TRANSPORTATION GRANTS

POLICY

Alberta Education provides support to all school jurisdictions for pupils in grades 1 to 12 who require transportation in order to attend school.

GUIDELINES

A. RURAL TRANSPORTATION

1. Eligible Pupils

In general, pupils who qualify for this grant are those who are:

(a) an eligible SFPF pupil;
(b) attending grades 1-12;
(c) living in a rural district; and
(d) living more than 2.4 km from his/her designated school.

2. Funding Structure

The rural transportation funding is comprised of 3 major factors: Rural Basic Grant, Rural Supplementary Mileage Grant, and Rural Bus Load Factor.

Funding is also provided for rural between-school travel, use of special vehicles in rural areas because of terrain conditions, and for supplementary mileage for special rural vehicles.

3. Rural Basic Grant

The basic transportation grant for rural school jurisdictions is based on per diem bus rates. Payments will be made for each school bus for each day in the transportation year that the school bus transports eligible passengers.

4. Rural Supplementary Mileage

A jurisdiction will be paid an additional grant amount above the basic grant, as applicable.

5. Rural Bus Load Factor

Payment adjustments will be made based upon the 85 bus load factor.

GUIDELINES

B. URBAN TRANSPORTATION

1. Eligible Pupils

In general, pupils who qualify for this grant are those who are:

(a) an eligible SFPF pupil;
(b) attending grades 1-12;
(c) living in an urban jurisdiction; and
(d) living more than 2.4 km from his/her designated school.

2. Funding Structure

Urban transportation funding is comprised of 3 major factors - Urban Basic Grant, Urban Building Restraint Grant, and Urban Alternative Programs Grant. Funding is also provided for other urban programs.

The funding structure consists of the sum of flat yearly rates for the Urban Basic Grant plus the Urban Building Restraint Grant plus the Urban Alternative Programs Grant.

3. Urban Basic Grant

A yearly flat rate is provided for each eligible pupil transported in a school bus or public carrier, unless they qualify for funding under the Special Education or Second Language transportation grant categories.

4. Urban Building Restraint

Reflecting the current economic situtation, the new School Capital Plan utilizes a priorization process which reduces significantly the incidence of new construction in urban areas. Consequently, a yearly flat grant per transported eligible pupil will be paid to urban jurisdictions in lieu of new school construction.

5. Urban Alternative Program

In order to facilitate the transportation of eligible pupils to **board permitted programs** such as vocational education or the programs for the gifted and talented, the urban jurisdictions will receive a yearly flat grant per transported eligible pupils, in addition to the Urban Basic Grant. The choice of programs is at the discretion of the board.

6. **Other Urban Programs (Includes Disadvantaged and Compensatory)**

The funding for these programs will be at the Urban Basic Rate. To be eligible, the pupil must live more than 2.4 km from the school to be attended, and must be **directed** or **permitted** by the board to attend the program in that school.

Some types of programs that fall in this category are:
- schools for unwed mothers
- programs for native pupils
- transitional linkage programs for alienated pupils, or pupils leaving the institutions, intended to prepare these pupils for entry or re-entry into the school system
- **provincially recognized** Academic Occupations program.

7. **Special Provisions**

Provisions also exist to accommodate for special circumstances such as pupils transported by the Government of Canada, Indian pupils, and children of the employees of the Government of Canada.

SPECIAL EDUCATION TRANSPORTATION GRANT

POLICY

Alberta Education provides support to all school jurisdictions in order to assist in meeting the unique transportation requirements of pupils with special needs.

GUIDELINES

1. **Eligible Pupils**

   In general, pupils eligible for special education transportation funding are those who are:

   (a) eligible SFPF pupils;

   (b) attending grades 1 - 12;

   (c) handicapped by mental retardation, sensory defect, emotional disorder, physical disability or delicate health; and

   (d) unable to use the regular transportation provided under the Urban and Rural Transportation Grant.

   NOTE: Those special education pupils who are able to use the regular transportation arrangements will be transported and funded under the Urban and Rural Transportation Grant.

2. **Special Education Basic Grant**

   One yearly flat rate per eligible special education transported pupil will be provided.

3. Other Grants

In addition to the Special Education Basic Grant, additional grants will be provided as applicable.

(a) Weekend Travel

Where an eligible transported pupil is transported on a weekend by some means provided by the parent between his permanent residence and his boarding place for the purposes of attending a school of a board or a school of an organization or agency providing special education services, the board will receive payment on a flat rate per year basis.

(b) Boarding Allowance

The board will receive one flat yearly grant for each pupil or day extension student who, with board approval, attends a school that requires the pupil's absence from his residence.

(c) Modifying Special Education Buses

A grant based on a flat rate will be provided if a board with the approval of the Minister and subject to inspection and licensing by the Motor Transport Board, modifies a school bus to accommodate wheelchair passengers or purchases a school bus equipped to accommodate wheelchair passengers.

SECOND LANGUAGE TRANSPORTATION GRANT

POLICY

Alberta Education provides support to school jurisdictions for elementary pupils accessing approved second language programs.

GUIDELINES

1. **Pupil Eligibilty**

   In general, eligible pupils for provincial grants are those who are:

   (a) eligible SFPF pupils;

   (b) attending elementary school (Grades 1 - 6);

   (c) enrolled in a board approved second language program which conforms to provincially mandated curriculum; and

   (d) living more than 2.4 kilometers away from the school to be attended.

2. **Funding Rate**

   A yearly flat rate per eligible transported pupil will be provided by the province.

PROCEDURES (for all three Transportation Grants)

1. Alberta Education will provide general information to local school jurisdictions in January regarding the level of provincial support.

2. School jurisdictions will also maintain adequate transportation records on file including maps of individual routes, maps of overall attendance area, records of route distance verified by an official or officials designated by a resolution of the board, and a list of the names and grades of eligible passengers.

3. Funds will be distributed by Alberta Education on the basis of the jurisdiction's eligible transported pupil count as at September 30.

4. Alberta Education will monitor and evaluate the transportation programs, as required.

5. The school jurisdictions will submit an annual audited financial statement to the School Business Administration Branch of Alberta Education by February 28.

6. Depending upon the outcome of Alberta Education reviews, appropriate adjustments to the transportation grants may be required at the provincial and local levels.

SELECTED DEFINITIONS

1. **Board Directed** - With the exception of Special Education Handicapped pupils, for whom distance eligibility is not a prerequisite for funding, a board may direct or counsel a pupil to attend a specific school which can provide **appropriate** services in response to that pupil's particular **educational** needs. The pupil who lives more than 2.4 km from the school to which he/she has been directed is then eligible for funding. Board direction addresses situations where the **educational** needs of the pupil preclude choice and require that the pupil attend a particular program.

2. **Board Permitted** - Where a pupil or parent exercises personal **choice** as to the school the pupil will attend, that pupil is **not eligible** for funding.

   However, in recognition of the fact that the course offerings may differ significantly from one school to another, and that career requirements often compel senior high school pupils to seek particular programs which may not be offered in their **designated** schools, the province will provide a **transportation grant allocation** for the provision of transportation to pupils attending a school of choice located more than 2.4 km from home. Programs of choice include vocational education, the programs for the gifted and talented, and other programs aimed at augmenting the career and educational opportunities of pupils. The disbursement of the funds is **at the discretion of the board**, including the choice of programs to be funded and the procedure for admission to them.

NOTE: Other definitions pertinent to Transportation are included in regulations.

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SECTION FIVE:

PROVINCIAL EVALUATION POLICIES

GUIDELINES AND PROCEDURES

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PROVINCIAL EVALUATION POLICIES

BACKGROUND

Alberta Education and school jurisdictions are responsible for ensuring that the highest possible quality of education is provided for students in the province. This mandate encompasses the teaching, programs and facilities provided to students in Alberta's educational system, from Early Childhood Services through Grade 12.

In order to maintain and improve the quality of education throughout the province, the Government of Alberta has adopted the following goal:

> Alberta Education and school jurisdictions will use the results of evaluations to improve further the quality of education provided to students in Alberta.

To achieve the Government's goal, five statements of evaluation policies, guidelines and procedures have been developed and adopted affecting the following areas:

- Student Evaluation;
- Teacher Evaluation;
- Program Evaluation;
- School Evaluation;
- School System Evaluation.

These policies apply to school jurisdictions, private schools and privately operated Early Childhood Services centres. They will be complemented by the development and implementation of policies, guidelines and procedures at the school jurisdiction level.

Evaluation which is done on a regular basis is an important part of the management of education. The major components of the process at the local and provincial levels are summarized below:

- Development of specific educational plans for the coming year;
- Implementation of the plans;
- Monitoring and reporting on the process of implementation;
- Evaluation of the results; and
- Use of the information to improve the education programs provided.

STUDENT EVALUATION

POLICY

Student achievement in provincially-prescribed programs will be evaluated to assist in the establishment, maintenance and advancement of standards.

GUIDELINES

1. The primary responsibility for the continuing evaluation of student achievement lies with each school jurisdiction and its teachers.

2. Each school jurisdiction will develop and adopt written student evaluation policies, guidelines and procedures in keeping with the intent of provincial policies, guidelines and procedures. These policies, guidelines and procedures will be a matter of public record, upon request. Alberta Education will provide assistance in the development of such policies, guidelines and procedures.

3. Student evaluation policies, guidelines and procedures should give consideration to:

   (a) the role of the student and the teacher in evaluations;
   (b) the fairness of the student evaluations;
   (c) the student's right of appeal; and
   (d) the use of the results.

4. Alberta Education has responsibility for assisting in the establishment and maintenance of high standards of educational achievement at the provincial and local level. Therefore, Alberta Education will:

   (a) develop, and provide to school authorities, diagnostic testing instruments to assist in identifying the strengths and weaknesses of students in order that appropriate individual instruction may be provided.
   (b) administer the Achievement Testing Program to establish, maintain and advance standards and to monitor their achievement over time; and
   (c) administer Provincial Diploma Examinations based on an established provincial program of studies at the Grade 12 level;
   (d) certify the academic achievement of graduating students by awarding a General Diploma or an Advanced Diploma;

5. A student's final mark on courses in which there is a Diploma Examination will consist of a 50/50 weighting of a school-awarded mark and the diploma examination mark. The pass mark for all Grade 12 courses will be 50%.

6. A person who is 19 years or older and who is deficient in the credits needed for a High School Diploma may receive a High School Equivalency Diploma from Alberta Education in one of two ways:

   (a) through a combination of formal studies and experience; or
   (b) by passing the General Educational Development tests.

NOTE: Specific details of the certification and testing programs are outlined on page 71.

TEACHER EVALUATION

POLICY

The performance of individual teachers and the quality of teaching practices across the province will be evaluated in order to assist in the provision of effective instruction to students and in the professional growth and development of teachers.

GUIDELINES

1. The primary responsibility for the evaluation of individual teacher performance and for the overall quality of teaching practice lies with each school jurisdiction.

2. Each school jurisdiction will develop and adopt written policies, guidelines and procedures in keeping with the intent of provincial policies, guidelines and procedures. These policies, guidelines and procedures will be a matter of public record, upon request. Alberta Education will assist school jurisdictions in the development of policies, guidelines and procedures.

3. Alberta Education will not hear any appeals from individual teachers who are dissatisfied with evaluation reports in school jurisdictions which have adequate teacher evaluation policies. Alberta Education may consider such appeals from teachers within school jurisdictions which have inadequate policies.

4. Alberta Education and school jurisdictions are responsible for ensuring that:

   (a) teacher evaluation policies and guidelines are implemented appropriately; and
   (b) high standards of teaching practice are achieved and maintained across the province.

5. Teacher evaluation policies should:

   (a) be applicable to all teachers;
   (b) be fair and consistent in application;
   (c) provide for due process and appeal mechanisms within the school jurisdiction;
   (d) permit consultation with teachers in the development of policy, guidelines and procedures; and
   (e) ensure that the evaluation report is made available to the teacher in question after its completion.

6. The results of evaluations will be utilized to:

   (a) assist the professional development of teachers;
   (b) develop improved measures of teacher performance; and
   (c) take appropriate action with respect to teachers whose performance is unacceptable.

7. Alberta Education will conduct teacher evaluations in private schools and privately operated Early Childhood Services centres.

8. Alberta Education will investigate specific incidents involving professional staff in the employ of school jurisdictions when it is deemed by the Minister to be necessary and in the best public interest to do so.

9. A teacher who desires to appeal any matter relating to the issuance, withholding or cancellation of a certificate, may appeal to a committee established by Alberta Education.

PROGRAM EVALUATION

POLICY

Programs from Early Childhood Services to Grade 12 in Alberta will be evaluated in order to determine if the objectives are appropriate and if they are being attained in an efficient and effective manner.

GUIDELINES

1. School jurisdictions have the primary responsibility for the evaluation of all programs being offered by the jurisdiction.

2. Alberta Education is responsible for conducting evaluations of provincial programs.

3. Each school jurisdiction will develop and adopt written evaluation policies, guidelines and procedures in keeping with the intent of provincial policies and guidelines. These policies, guidelines and procedures will be a matter of public record, upon request. Alberta Education will provide assistance in the development of such policies, guidelines and procedures.

4. In developing local program evaluation policies, school jurisdictions should consider involving teachers, administrators and other members of the community.

5. A school jurisdiction may request Alberta Education to conduct program evaluations, either in co-operation with the school jurisdiction or as an independent evaluator.

6. Program evaluations should focus on the following:

   (a) the suitability of objectives;
   (b) the efficiency of the delivery system to achieve the objectives; and
   (c) the results achieved.

7. Evaluations at both the provincial and local levels will be used to make decisions about programs such as:

   (a) the maintenance, modification or discontinuation of existing programs;
   (b) the need for the development and implementation of other programs; and
   (c) the ways in which existing or proposed objectives could be attained in a more efficient manner.

8. Priorities for evaluations should be established in order that the resources available for this management function are utilized most effectively.

9. Final reports on program evaluations will be public documents.

SCHOOL EVALUATION

POLICY

Individual schools will be evaluated to assist in the establishment and maintenance of appropriate management, instructional and program standards which contribute to a high level of student development and achievement.

GUIDELINES

1. School jurisdictions have the primary responsibility for the evaluation of individual schools within their jurisdictions.

2. Alberta Education will conduct periodic evaluations of schools. School jurisdictions may also request Alberta Education to conduct school evaluations. The terms of reference for these evaluations will be established jointly with the local jurisdiction involved. Final reports will be made public within 60 days after being tabled with school boards.

3. Evaluations of schools undertaken by Alberta Education may be conducted by teams which include personnel from other schools systems or educational institutions.

4. School jurisdictions will develop and adopt written policies, guidelines and procedures in keeping with the intent of provincial policies, guidelines and procedures. These policies, guidelines and procedures will be a matter of public record, upon request. Alberta Education will assist school jurisdictions in the development of policies, guidelines and procedures.

5. In developing local school evaluation policies, school jurisdictions should consider involving teachers, administrators and other members of the community.

6. School evaluations will focus generally on the following:

   (a) the suitability of objectives;
   (b) the efficiency of the school organization to achieve objectives; and
   (c) the results achieved.

7. School evaluations will be used to assist in making decisions with respect to:

   (a) intended programs of instruction;
   (b) efficient and effective delivery of programs;
   (c) organization and management; and
   (d) quality of instruction.

   Decisions on the above should focus on how changes will improve the level of student achievement and development in a particular school.

8. Alberta Education will conduct school evaluations when it is deemed by the Minister to be desirable and in the best public interest to do so. These reports will be released at the discretion of the Minister.

SCHOOL SYSTEM EVALUATION

POLICY

The school systems of Alberta will be evaluated to assist school authorities in the management and operation of their physical, human and economic resources for the optimal benefit of students within their jurisdictions.

GUIDELINES

1. School jurisdictions have the primary responsibility for the evaluation of school systems.

2. Alberta Education may conduct evaluations of school jurisdictions or of components of their operations upon the request of school jurisdictions. The terms of reference for such evaluations will be established jointly by Alberta Education and school jurisdictions. A final report of the school system evaluation will be made public within 60 days after being tabled with school boards.

3. School system evaluations undertaken by Alberta Education will be conducted by evaluation teams composed of Alberta Education personnel, school system personnel, invited school system personnel from other jurisdictions, and representatives from other education groups.

4. School jurisdictions will develop written policies, guidelines and procedures in keeping with the intent of provincial policies and guidelines. These policies, guidelines and procedures will be a matter of public record, upon request. Alberta Education will assist in the development of policies, guidelines and procedures.

5. School jurisdictions will conduct school system evaluations in order to assess:

   (a) the appropriateness of objectives;
   (b) the achievement of system objectives; and
   (c) the efficiency of the system in achieving objectives.

6. School system evaluations will be used to make decisions with respect to:

   (a) the maintenance, modification or discontinuation of present fiscal, management and program objectives of the system; and
   (b) ways in which the objectives of the fiscal, management and program components can be attained in a more efficient manner.

7. Priorities for evaluations should be established which focus on major issues, the resolutions of which are likely to contribute to specific improvements in the management and operation of the school system.

8. Alberta Education will conduct school system evaluations when it is deemed by the Minister to be desirable and in the best public interest to do so. The reports will be released at the discretion of the Minister.

STUDENT DIPLOMA AND TESTING PROGRAM DEFINITIONS

LIST OF PROVINCIAL DIPLOMA EXAMINATIONS: Examinations will be administered in English 30, English 33, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30 and Physics 30. With the exception of English 30 and English 33, examinations will be available in French to students who have taken their instruction in French.

GENERAL DIPLOMA: To receive a General Diploma, a student must satisfy course and credit requirements which include writing the diploma examination in either English 30 or English 33 and receiving at least the required minimum mark.

ADVANCED DIPLOMA: To qualify for the Advanced Diploma, a student must satisfy the current course and credit requirements and write diploma examinations in English 30, Social Studies 30, Mathematics 30, and one of Biology 30, Chemistry 30 or Physics 30, receiving at least the required minimum mark in each.

GENERAL EDUCATION DEVELOPMENT TESTS (GED): To receive a High School Equivalency Diploma, a student who satisfies the eligibility criteria must receive at least a minimum standard score on each of five examinations: writing skills, social studies, natural sciences, reading skills, and mathematics.

DIAGNOSTIC TESTING: The purpose of this program is to collect instructionally relevant information about a student or a group of students with the intent of using the data to aid in the improvement of student learning.

ACHIEVEMENT TESTING: The purpose of this program is to provide educators, trustees, and others with information about student knowledge, understanding and skill acquired in selected subjects at Grades 3, 6 and 9.

EVALUATION PROCEDURES

These procedures apply to the five Provincial Evaluation Policies.

1. Alberta Education Regional Offices will assist in the local development and/or modification of evaluation polices, guidelines, procedures and priorities.

2. The jurisdiction's evaluation policies, guidelines, procedures and priorities will be kept on file at the school jurisdiction central office for review, as required.

3. Alberta Education Regional Offices will monitor the implementation of the jurisdiction's evaluation policies, guidelines, procedures and priorities.

4. Before the commencement of each program year, the Alberta Education Provincial Office and Regional Offices will develop or modify, if required, province-wide policies, guidelines, and procedures for the evaluation of teachers in private schools and privately operated early childhood centres.

5. Major joint evaluations between Alberta Education and the local school boards should be determined before the commencement of each program year.

6. The local jurisdictions will conduct:

   (a) Selected program, school and/or system evaluation studies in accordance with the priorities established before the commencement of the program year;

   (b) Performance appraisals on a regular basis of each teacher in the jurisdiction as per local policies and guidelines; and

   (c) Local student evaluations throughout the school year as well as the administration of Alberta Education student evaluations, as required.

7. Each school jurisdiction will report on local evaluations in its school jurisdiction annual report. Two copies of the annual report will be submitted to the local Regional Office of Education by July 31.

SECTION SIX:

DEFINITIONS OF SELECTED MANAGEMENT TERMS

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DEFINITIONS OF SELECTED MANAGEMENT TERMS

BACKGROUND

The following definitions of management terms are being used by Alberta Education. They are provided here in order to assist the reader to understand the use of policies, guidelines and procedures within the context of the general management process being utilized.

OVERVIEW OF MANAGEMENT TERMS

DECIDING WHAT TO DO	ORGANIZATION PURPOSE	
	PHILOSOPHY OF ORGANIZATION	
	GOALS	
	POLICY	
	OBJECTIVES	
HOW TO DO IT	GUIDELINES	
	PROCEDURES	
	REGULATIONS	
	IMPLEMENTATION PLAN	
	BUDGET	
DOING IT	IMPLEMENTATION AND OPERATION	MEASURES
HOW DID WE DO	MONITORING	STANDARDS
	EVALUATION	EFFICIENCY
	AUDIT	EFFECTIVENESS
ADJUSTMENTS	AS DETERMINED FROM MONITORING, EVALUATION OR AUDIT	

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DEFINITIONS

A) DECIDING WHAT TO DO

PURPOSE: (Mission Statement) — The purpose of an organization is the fundamental reason for which the institution exists and establishes the enabling conditions through which the organization will operate. It is usually long term in nature.

PHILOSOPHY: — Philosophy is the statement of principles upon which the purposes of the organization are based.

GOAL: — A goal is a statement which describes a deserved end in general terms over an unspecified period of time.

POLICY: — A policy is a philosophically based statement which is goal-oriented establishing the direction for future discretionary action.

OBJECTIVE: — An objective is a statement of desired specific results to be achieved over a specified period of time. It answers both **"what"** and **"when"**.

B) HOW TO DO IT

GUIDELINE: — A guideline further defines the framework within which the organization can discharge the policy with positive direction. It tells what is wanted. It may also indicate why and how.

PROCEDURE: — A procedure is a statement of who does what, how, and in what sequence. Procedures may be either mandatory or discretionary.

REGULATION: — A regulation is a statement which directs action. Some regulations may be mandatory; that is, specify that action shall take place, while others may be discretionary, that is, suggest what action may occur.

MEASURE: A measure is a description in specific terms of how to assess progress towards achieving an objective.

STANDARD: A standard is a statement of the minimum level or quality of results achieved that are desired/expected/acceptable in the delivery of a program or a service. They establish whether the objective has been successfully achieved.

IMPLEMENTATION PLAN: An implementation plan consists of a series of pre-determined activities required to achieve desired ends.

BUDGET: A budget is a detailed plan for the allocation of the fiscal and human resources required to achieve the goals and objectives of the organization over a definite period of time.

C) DOING IT

IMPLEMENTATION: Implementation is the process of putting a plan into operation.

D) HOW DID WE DO?

MONITORING: Monitoring is a continual process of determining whether implementation is proceeding according to plan. It involves information-gathering and reporting which support day to day management and also provides data for subsequent evaluation(s).

EVALUATION: Evaluation is an in-depth analytical activity designed to provide information about the results, effectiveness and efficiency of the organization and its programs.

While there are many different types of evaluation, two are mentioned here: summative and formative evaluation.

EVALUATION (cont'd)

Summative or outcome evaluation is characteristically concerned with evaluation of results. It involves such a question as: Shall we accept, retain or modify the program? It is summative in that it has an overall decisive function (outcome). It is most useful in determining which programs work and thereby provides a basis for making decisions about alternative programs.

Formative evaluation is an ongoing process in which information is added continuously, organized systematically and analyzed periodically. It supplies information which may contribute to a review of decisions on specific aspects of a program.

FINANCIAL AUDIT:

Financial auditing is primarily concerned with the effectiveness of the flow of accounting information and with the reliability of accounting records.

It is an evaluation of:

(a) compliance to established policies, plans and procedures;
(b) the soundness and adequacy of the system to accomplish its purpose at reasonable cost;
(c) reliability and sufficiency of the financial and management information generated; and
(d) the quality of work performed by personnel with control systems responsibilities.

E) ADJUSTMENTS

ADJUSTMENTS:

Adjustments are actions implemented by Alberta Education in order to ensure compliance with plans or to penalize for non-compliance with plans. Monitoring and, to a greater degree, the evaluation and audit functions may result in adjustments to the activities of school jurisdictions.

In addition, the process may result in feedback which suggests change to the activities employed by Alberta Education.

Adjustments can be viewed as existing on a continuum.

LEAST FORMAL		FORMAL/LEGAL
PERSUASION	ADJUSTMENTS SUGGESTED	ADJUSTMENTS ENFORCED

F) **OTHER**

EFFICIENCY: Efficiency refers to determining and assessing the relative costs to achieving the objectives set for the activity. With what degree of economy are the objectives achieved? Could alternative programs be designed to achieve the same results at a lower costs? Might some changes be made in the existing program to make it operate more efficiently without additional expenditures? Are the right resources at the right prices being used?

EFFECTIVENESS: Effectiveness is concerned with the achievement of objectives. The identification of objectives and their measurement is of central importance to effectiveness analysis.

PROGRAM: A program consists of interdependent activities and services designed to achieve specific organizational goals, policies and objectives.

RESULTS: Results are the observed state of a situation, an outcome produced by an action or series of actions. The result may be intended or unintended.